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ABSTRACT

A reading resource guide prepared to assist in the education and preparation of persons interested in advancing the ideas expressed in "The New Agenda of Women for Higher Education: A Report of the ACE Commission on Women in Higher Education" (1987) contains approximately 200 citations. Titles are organized according to "The New Agenda's" 15 agenda items. These include the following: correct inequities in hiring, promotion, tenure, and salary of women faculty, administrators, and staff; provide a supportive campus climate for women; make a permanent institutional commitment to women's studies; review all policies for effect on majority women and minority women and men; integrate impact studies into the planning process; give specific attention to sexual harassment; prepare an annual status report; initiate a campus values inventory; develop an institution-wide concern for children and families; appreciate the value of diversity; make leadership development and commitment to fostering women's leadership joint priorities; and establish or reaffirm the commitment to a Commission on Women. All resources are currently available through libraries that maintain education related text and microfiche. A review of the original document "The New Agenda of Women in Higher Education" is also included. (SM)

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RECOMMENDED READING RESOURCES
for the
NEW AGENDA OF WOMEN FOR HIGHER EDUCATION

prepared by
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for the
Region IV-East
National Association of Student Personnel Administrators
Regional Conference
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HE 022 410

Abstract

This reading resource guide has been prepared to assist in the education and preparation of persons interested in advancing the New Agenda of Women in Higher Education. There are approximately 200 citations in this resource list. The titles have been organized according to the fifteen agenda items of the the New Agenda of Women. This should facilitate a more focused and directed reading program. All resources are currently available through libraries that maintain education related text and microfiche. A review of the original document the New Agenda of Women in Higher Education is also included.

FOREWORD

This reading resource guide has been prepared to assist in the education and preparation of the persons interested in advancing the New Agenda of Women in Higher Education. A call for action is appropriate at this point of our educational history. An informed and educated populace will enable the changes to be maintained and limit exploitation. The responsibility for change in this instance begins with the individual. By becoming knowledgable, skilled, informed, confident, and ready for the future we can properly pursue the future and set the agenda we need to know the past and understand our present.

There are approximatley 200 citations in this resource list. The titles have been organized according to the 15 points of the New Agenda of Women. This should facilitate a more focused and directed reading program. All resources are currently available through libraries that maintain education related text and microfiche. The journals may also be purchased from their publishing organizations for maintaining your own private set of references.

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Janice Dawson-Threat

1. Seek a strong commitment from the leadership of the institution to understanding and addressing the concerns of women students, faculty, staff, and administrators.

Gribskov, Margaret. (1980). Feminism and the Woman School Administrator. In S.K. Biklen & M.B. Brannigan (Eds.), Women and Educational Leadership (pp.77-92). Lexington: Lexington Books.

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Garson, Helen S. (1979). Hurry Up Please It's Time. In M.C. Berry (Ed.)Women in Education Administration-A Book of Readings (pp. 174-180). Washington,D.C.: National Association for Women Deans, Administrators, and Counselors.

2. Correct inequities in hiring, promotion, tenure, and salary of women faculty, administrators, and staff.

Biklen, Sari Knopp. (1980). Barriers to equity-Women, educational leadership, and social change. In S.K. Biklen & M.B. Brannigan (Eds.), Women and Educational Leadership (pp.1-24). Lexington: Lexington Books.

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Lewis,Anne. (1975). Things that college never taught me. Journal of College Placement, 35, 52-55. (From K.S. Wilkens (Ed.) Women's Education in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

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Pifer, Alan. (1971). Women in Higher Education. New York: Carnegie Corp. 45p. (From K.S. Wilkens (Ed.) Women's Education in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

Sells, Lucy W.(1973). preliminary report on the status of graduate women: University of California, Berkeley. Berkely: Graduate Assembly. 50p. (From K.S. Wilkens (Ed.) Women's Edudcation in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

____. (1971). Women in Virginia Higher Education. Hampton, Va. New University Conference, 35p. (From K.S. Wilkens (Ed.) Women's Education in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

Pillinger, Barbara Baxter. (1979). A leap of faith: Or how to beat the middle management syndrome. In M.C. Berry (Ed.)Women in Education Administration-A Book of Readings (pp.163-168). Washington,D.C.: National Association for Women Deans, Administrators, and Counselors.

3. Provide a supportive campus climate for women.

Mickey, Barbara H. (1986). You can go home again, but it's not easy. In P. A. Farrant (Ed.) Strategies and Attitudes- Women in Educational Administration- A Book of Readings (pp.99-103). Washington, D.C.: National Association for Women Deans, Administrators, and Counselors.

Johnson, Marilyn. (1980). How real is fear of success? In S.K. Biklen & M.B. Brannigan (Eds.), Women and Educational Leadership (pp. 175-182). Lexington: Lexington Books.

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Fiedler, Lois & Kitchener, Karen Strohm. (1979). Programs and workshops: How to get started when you haven't done it before. In B.P. Gelwick (Ed.) Up the Ladder, Women, Professionals, and Clients in College Student Personnel (pp. 29-36) Cincinnati: American College Personnel Association.

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Burstyn, Joan. (1980). Historical Perspectives on Women in Educational Leadership. In S.K. Biklen & M.B. Brannigan (Eds.), Women and Educational Leadership (pp.65-76). Lexington: Lexington Books.

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Hamilton, Mary Katheryn. (1979). Programming for Women: Organizational and Political Considerations. In B.P. Gelwick (Ed.) Up the Ladder, Women, Professionals, and Clients in College Student Personnel (pp.77-84) Cincinnati: American College Personnel Association.

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McGuigan, Dorothy G. (1970). A dangerous experiment. Ann Arbor: University of Michigan Press, 136p.(From K.S. Wilkens (Ed.) Women's Education in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

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Newcomer, Mabel. (1959). A century of higher education for American Women. New York: Harper. 266p. (From K.S. Wilkens (Ed.) Women's Education in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

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Owens, Nancy J. (1977). Higher Education for women: An American innovation. Phi Kappa Phi Journal, pp.16-18. (From K.S. Wilkens (Ed.) Women's Education in the U.S. a guide to information sources. 1979, Detroit: Gale research co.)

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7. Give specific attention to sexual harassment.

Blanshan, Sue A. (1986). Activism, Research, and Policy: Sexual Harassment. In P. A. Farrant (Ed.) Strategies and Attitudes- Women in Educational Administration- A Book of Readings (pp.163-169). Washington, D.C.: National Association for Women Deans, Administrators, and Counselors.

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Hoffman, Doretta S., & Hoeflin, Ruth. (1972). Freshmen and sophomore women: What do they want most in the future. Journal of College Student Personnel, pp.490-493.

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10. Develop an institution-wide concern for children and families.

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BOOK REVIEW: The New Agenda of Women for Higher Education: a Report of the ACE Commission on Women in Higher Education. The American Council of Education in conjunction with the Office of Women in Higher Education. Edited by Shavlik, D.L., Tochton,J.G, and Pearson, C.R. Washington, D.C.,1987.

by Janice Dawson-Threat, NASPA Region IV-East Women Affairs Network Representaive.

THE NEW AGENDA FOR WOMEN IN HIGHER EDUCATION

As we enter the 21st century we have only ten years remaining to chart and traverse a new course for the improvement of education of women and their employment opportunities. This plan will have significant impact upon sociological and economic trends for women and minorities in this country. Presently, a new work prepared by the American Council of Education in conjunction with the Office of Women in Higher Education in 1987, published a booklet entitled, "The New Agenda of Women for Higher Education", edited by Shavlik, Tochton, and Pearson.

The New Agenda of Women for Higher Education: A report of the ACE commission on Women in Higher Education" is actually the last chapter of a larger work being prepared for publication in 1988 entitled, "Educating the Majority: Women Challenge Tradition in Higher Education", by the same authors. The American Council on Education and its Office of Women in Higher Education asked professionals around the country to consider the question, "If an institution were to commit itself fully to meeting the educational needs of women, what would it do?" Those responses comprise the soon to be published book.

The last chapter of the book which is the booklet being reviewed in this document was prepared by the ACE Commission on Women "... to create a working agenda to guide college and university presidents, faculty, and administrators in their efforts to best accommodate the needs of women, the majority of their student bodies." (Shavlik,1987,p.v) The President of the American Council on Education, Robert H. Atwell expressed in the forward, "With women students now comprising over half of our student population in higher education, consideration of their specific needs within the education spectrum becomes an important concern." (Shavlik,1987, p.iii) Judith A. Sturnick who was the 1987 Chair for the ACE Commission on Women in Higher Education also presented in the foreword, "...the challenge of this renewed agenda for our colleges and universities, these visions of equity and hope." (Shavlik,1987, p.iii) 60% of all students at the undergraduate level are minority men and women and majority women. This requires all of us to take a fresh look at this new majority.

What has not been done however is to address the context in which change occurs. Nor have the subjects of change been developed toward recognizing, addressing, or assisting in the change on a grass root level. Therefore it is no wonder that, "...there has not been sufficient change within institutional structures to encourage, support, and maintain women's new roles or the new roles that are emerging for men." (Shavlik,1987, p.1)

"Higher education [can] influence current leaders and prepare[s] future ones." (Shavlik,1987, p.2) Higher education has the, "... potential for reflecting a new social order where women as well as men are valued for all they bring to the human condition." (Shavlik,1987, p.3)

We must begin to ask new questions such as, "Where is the flexibility that responds to women's lives? Where is the information about women and their lives? What is the purpose of higher education for women? The ultimate goals of the [New Agenda] are to recognize the importance of change in both individual and institutional response and to resolve the questions of full and equitable participation of women in higher education."(Shavlik,1987, p.2-3).

Why do we need to examine this now? Women are "... calling for institutions to start systematically educating women for leadership into society." (Shavlik,1987, p.4) They are no longer willing to give up their womanness in order to become a part of the system. This presents three primary reasons why the system must change.

1. We need the best and the brightest minds to face global problems of our society that are potentially catastrophic. Women provide half the human resources and therefore half the solutions to solving these problems.
2. Higher education must be a model for other stratas of society to emulate. It is inappropriate for higher education to attempt to maintain the status quo or the provincial perspectives of times past.
3. It is intellectually irresponsible not to use new bodies of knowledge for and about women. Such actions set a horrible precedent for selective learning which can ruin the integrity of the intellectual community in which we exist.

The ACE document supports a call for action and has primarily been prepared for the people who would become, "enhanced by the experiences of those who choose to take up the challenge for their individual campuses." (Shavlik,1987, p.5) The editors felt that all the issues are worth rethinking. As they see it, "higher education can be a model for addressing the larger questions facing women's participation in society.

...To education and thus, their future in our society...[is to offer institutions the opportunity to transform themselves]..."into ones that truly value diversity, reflect this value in their policies and practices, and to promote the full participation of each person on her or his individual merits." (Shavlik,1987, p. 4) The establishment of a new agenda is the very thing that will permit the fresh new look to become established.

We are urged to look upon each concept seriously and then to reshape it according to the institutional culture and ethos. We are urged not to underestimate the magnitude of the task of reshaping our institutions. For, "...women are still second-class citizens on our college campuses-unrepresented in the curriculum, often put down in the classroom, and under-represented in the major leadership roles in higher education." (Shavlik,1987, p.5) Lastly, we are told that today's reports have not produced permanent changes necessary for women to be considered as valuable as men. Therefore, "it is no longer enough to make simple adjustments in our institutions to accommodate women."(Shavlik.1987,p.5) The new agenda has been set, the process needs to begin.

One way to begin the process is by careful examination of the fifteen points presented by the authors as the "New Agenda".

The Fifteen Points of the New Agenda

1. Seek a strong commitment from the leadership of the institution to understanding and addressing the concerns of women students, faculty, staff, and administrators.

2. Correct inequities in hiring, promotion, tenure, and salary of women faculty, administrators, and staff.

3. Provide a supportive campus climate for women.

4. Make a permanent institutional commitment to women's studies.

5. Review all policies for effect on majority women and minority women and men.

6. Integrate impact studies into the planning process.

7. Give specific attention to sexual harassment.

8. Prepare an annual status report.

9. Initiate a campus values inventory.

10. Develop an institution-wide concern for children and families.

11. Appreciate the value of diversity.

12. Make leadership development and commitment to fostering women's leadership joint priorities.

13. Establish or reaffirm the commitment to a Commission on Women.

14. Appoint a high-level person whose formal responsibilities include advocacy for women on campus.

15. Create a center for the exploration of community and personal relationships.

Through the examination of the fifteen items, areas are suggested for the development of strategies. Follow up for the development of workshops and discussion groups focused on the subject is the expected response of the concerned reader.